“Amazing Peace” an exploration of poetry and language

I. HEADING

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English for Academic Purposes

College Preparatory

50 minutes

# II. RATIONALE AND BACKGROUND

The English for Academic Purposes course is specifically designed to help students bridge the gap between their current English writing skills and those that will be needed for success at the Composition I level. Teaching these skills involves much more than targeted grammar instruction. Students must also learn genre specific vocabulary and accepted written discourse structures expected in the standard U.S. classroom. The overall goal of this unit on poetry is to enable learners to understand content-specific vocabulary and thinking processes related to this genre. In addition, students will use derivational suffixes to help increase overall academic vocabulary which will be beneficial to beginning and intermediate learners in all subject areas. Students will learn about American culture by specifically by studying a famous American poet, Maya Angelou. Interest in the topic will be garnered as students make connections between U.S. culture and their native cultures while exploring the global and personal concept of “peace.” Finally, students will demonstrate their gains in English by creating personal poems, in English, using their knowledge of poetry and strategies for expanding vocabulary.

**III. LESSON OBJECTIVES: Day 2**

**Language Objectives:**

* After teaching derivational suffixes, TLW accurately write 2 teacher-selected and 2 self-selected English words as nouns, adjectives, adverbs, and verbs by changing the word ending. (Intermediate proficiency)
* After teaching derivational suffixes, TLW accurately write 2 teacher-selected English words as nouns, adjectives, adverbs, and verbs by changing the word ending. (Beginning proficiency)
* After teaching derivational suffixes, TLW create a persona poem that uses nouns, adjectives, adverbs, and verbs appropriately according to Standard Written English guidelines. (Intermediate and Beginning Proficiency)

**Content Objective:**

* After discussing the format of a persona poem, TLW will write a persona poem that meets the structural guidelines discussed in class. (Intermediate and Beginning Proficiency)

**Social Objective:**

* After discussing poetry as a means of self-expression, TLW write and share a persona poem about him or herself with the class via voicethreads.com (Intermediate and Beginning Proficiency)

IV. LIST OF RESOURCES

<http://www.lextutor.ca/concordancers/>

<http://www.xmission.com/~ladyslvr/wlk/suffixes.htm>

Vocabulary chart

**V. CURRICULUM ANALYSIS** (concepts) **AND LINGUISTIC ANALYSIS**

1. Language functions: Vocabulary expansion as a means to write poetry. Analysis of suffixes to determine word category.
2. Language structures: Basic sentence structures with linking verbs, modified language used in poetry, present tense for narration.
3. Language skills: Basic sentence construction using present tense transitive and intransitive verbs.
4. Vocabulary: See attached vocabulary lists.

# VI. PROCEDURES

# A. Introduction and Motivation

Begin by asking students to share their representations of “peace.”

Review poetry vocabulary by creating a web on the board with “poetry” in the center circle. Have students, as a class, fill in the circles on web. Fill in responses as they are suggested.

Ask students why people write poetry. Make a list of responses on the board. (One suggestion will probably be related to self-expression. If it’s not, direct the discussion in that direction.)

# B. Lesson Body

* Present the concept of the persona poem using the PowerPoint presentation.
* Present the sample poem first and ask students to work in pairs to see if they can identify the structure of the poem. (Model using poetry vocabulary from Day 1 to talk about the elements of the poem.)
* Return to the PowerPoint and identify the parts of the poem.
* Define unfamiliar vocabulary.
* Discuss ways students can expand their vocabulary to write a poem like this.
* Present information on derivational suffixes. Model how they can be used to transform a word with the word create (create (v), creativity(n.), creative (adj.), creatively (adv.)
* Give students vocabulary charts and ask them to complete the chart for the two words listed. Then ask them to choose two words they know and try to complete the chart for those.
* In order to use new words appropriately, model the use of the concordancer with one of the new vocabulary words students have created.
* Transition into writing the persona poems
* Go through the poem process step by step, having students brainstorm possible responses for each section of the poem.
* Provide students time to begin the poems in class and ask questions.

**C. Lesson Closure**

Show students how to access the voicethreads.com site. Demonstrate how they should record their own poems using a teacher created persona poem.

**Homework: Complete your persona poem and record it for the class on voicethreads. Submit a written copy of your poem to me in ANGEL.**

# VII. EVALUATION

# A. Student Assessment

Student understanding of using derivational affixes to increase vocabulary will be formally assessed through evaluation of the completed vocabulary charts. Student understanding of persona poem structure will be formally assessed by evaluating whether the poem meets the structural criteria outlined in class. Student ability to use new vocabulary correctly according to word type will be assessed based on accuracy of use in the persona poem.